

English 101E-020

Writing Rhetorically Fall 2020

Tuesday (T) and Thursday (TH) 9:30-10:45 by ZOOM

<https://bridgew.zoom.us/j/93594584982?pwd=K3V6UFVzU2UyVEluMjBIM3Q5Mm1tUT09>

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(she/her/hers)

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Book Club immediately after class in ACC

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Writing Fellow:

(online)

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Office Hours: M 3:30-4:30

T TH 8:15-9:15 (online)

T 11:00-12:15 (online)

and by appointment

“We must reimagine justice.” —
Michelle Alexander (June 8, 2020)

Believe me, if we could be meeting in a classroom on campus, we would be. I know it's a disappointing way to start your first year at college. However, we must all do our part to keep each other safe, so we will be meeting via ZOOM this semester. With your help, I will do my best to be compassionate and to create an engaging class and quality learning experience for you.

English 101E: Writing Rhetorically is a class designed to help you become the kind of reader and writer you need to be at the college level and beyond. To my mind, that goal is better reached through context, so I teach around a theme; this semester the theme is “Writing in Places,” connecting us to land, place, and society. In 2020, we have been experiencing a global pandemic, witnessing the acts of and the responses to the violence perpetrated on Black people. The demand for justice and equality is high. We also have concerns of the environment, the economy (and who holds wealth), education, and how the future looks for all of us. Yet it all begins as place-based: where we are located; on whose original lands; and how that place has shaped us. Thus, our ENGL 101E will focus first on the local and broaden out to global. We will engage in “critical imagination” (Royster and Kirsch) to assess, inquire, rethink and speculate.

The course includes reading, writing, speaking, and listening as these activities go hand-in-hand. You are all readers of texts and writers of a variety of texts and other materials as we will discuss. As a human being, you engage in many kinds of communication each day. You also observe things in everyday life. Whether you are aware or not, you are constantly taking in, assessing, and interpreting things every day. Use your prior knowledge to help you understand situations based on your own experiences.

This is YOUR class and as such I do not hold the key to all the “right” answers, but rather I encourage you read and engage with pieces that invite you to think about the possible meanings and interpretations and write about them. Among our goals for this course are to develop strategies toward becoming strong(er) readers and writers while gaining confidence in our abilities. We will be working in small groups, with individual peers, with folks outside our course, in conference with me and your writing tutor, and in public spaces if we can.

Our Learning Goals:

Our goals and objectives are, but not limited to, the following: During and after completing the course, students will

- ✚ Develop rhetorical awareness by understanding how to analyze the purpose and audience for specific writing situations and use this analysis to guide their writing and reading.
- ✚ Formulate a focused, arguable thesis and support this thesis in an effectively organized essay with evidence drawn from class readings, class discussions, and our own knowledge and experience. While doing so, we will agree that this formulation also must be interrogated.
- ✚ Approach writing as a recursive process which involves inventing, composing, revising, and editing.
- ✚ Develop an understanding of one's own process as fluid and not a static formula.
- ✚ Compose in a voice appropriate for the genre, goals, and target audience.
- ✚ Critically read and respond to a variety of texts including published texts, non-alphabetic texts, their peers' texts, and their own texts.
- ✚ Use technology to write, revise, and deliver documents.
- ✚ Demonstrate facility in using the conventions of Standard Written English as a target language for academic purposes, including the conventions of sentence structure, usage, and punctuation. However, we will honor multiple languages and dialects.
- ✚ Learn ways to engage in critical imagination.

WHAT YOU NEED FOR THIS CLASS

Required Texts:

1. There will be a Course Readings packet handed out in class and available online at www.joycerain.com. We will also use Google Docs.
2. Your book club choice (see list). These will be ordered after the first day of class; you should plan to purchase your book as soon as it becomes available. Some students prefer to order their book online or buy it elsewhere.

Required: BSU Email account (check it daily – this is where I will post important notices for class and/or communicate with you on an individual basis)

Remember the plants, trees, animal life who all have their families, their histories too. Talk to them, listen to them. They are alive poems.

Joy Harjo

A few words about this section of English 101 and the additional activities:

While this course may seem different from a 101 course others are taking, this is an ENGL 101 writing course and is just as rigorous a course as any other section of writing 101. You, however, have an advantage because you have a built-in support system to provide you with the best possible chance of success – and to assist you with any issues you encounter in reading and writing in English. It is up to you to take an active role.

You must also be enrolled in ENGL 144 for which you get an **extra 1 credit**. ENGL 144 meets immediately after this class (starting in week 3) and includes a Book Club and weekly half-hour conferences with _____, our Writing Fellow; these support structures are designed to assist you. Try to make the most of these extras, you may see how they can enhance your studies. I like to think I learn from everything I do, so think of these and all situations as learning experiences.

Book Clubs

Your Book Club meets on a Tuesday or Thursday day following class. On the first day of class, you will be given a list of books, and with your group you will choose one for this book club. You and your group will read and discuss this book once a week immediately after class with a facilitator from the campus community on Teams. Your group will present on the book during the last week of class (more to come).

Once your group has chosen a title, you will need to purchase the book at the campus bookstore, a local bookstore or online. You need to buy your book ASAP; by the third week, you will be assigned pages to read which you are to do before the next meeting. Each week before class, you will meet with your Book Club Facilitator. At these meetings, you will discuss your reading and do some journal writing. Over the semester, you will choose your best journals to hand in to me as part of your portfolios. You will also do so research on certain aspects of the book for your final presentation. The facilitator will provide me with weekly reports on your attendance, participation and progress. You will also fill out a weekly report on your participation. My Book Club Facilitator is _____
email at _____

Writing Fellow

A Writing Fellow, _____, has been assigned by the Writing Studio Director to this class and will be available for you to go over drafts of your papers. You will meet _____ in the first weeks of class, and at that time, you should set up a weekly appointment. This appointment will be a regular part of your schedule, so be sure to find a time which fits into your week as a regular obligation. Also, it's a good idea to get into the habit of using another set of eyes and ears for your work. _____ will assist you with all parts of your writing process including reading the assignment and getting down your ideas; she will also help as your drafts progress and with revising. They will not edit your papers, but may go over the papers to help you recognize "mistakes" in grammar and mechanics. Make it your responsibility to be prepared for your sessions with _____. If you do not have any immediate writing activities for ENGL 101, you can use this time for a variety of tasks: going over a previous assignment for revision, going over a previous paper to look for patterns or understanding comments from your peers or me, discussing class readings and your responses, or writing for other classes. In other words, you should always have some agenda for these sessions. This is a privilege to have and help you – use it.

Please note:

- **Please respect your book club facilitator and writing fellow! If you are ill or unable to attend, it is your responsibility to contact the appropriate session facilitator and let them know.**
- **Missed sessions with Book Club or your Writing Fellow will affect your overall absences for 101. They will also be assessed for your grade for 144. You will also be giving me short updates on this work.**
- **Book Club and the Writing Fellow will meet even on those occasions when the class does not meet. If your Writing Fellow appointment falls on a holiday, try to make arrangements to meet another day that week.**

Class Assignments and Projects:

Reading and Writing: Reading, like writing, involves making meaning and allows us to contribute to everyday rhetorics and assess situations. We will spend a great deal of time improving your reading skills. Most of these reading will be challenging and all of the reading will require that you read more than once. Since the challenges of the world are not simplified for us, I believe the challenges of a college course should meet those expectations. I encourage you to work at becoming strong readers.

You will be expected to read and write something for every class. We will be doing a variety of writing including letters, in-class writing and revision, journals, postings to a blog, and essays. We will be exploring with various writing situations in multiple forms including new media. All your readings will be posted on www.joycerain.com, my website.

- All assignments must be handed in on time. You have one free late paper any time during the semester--no questions asked, but save this “free” late paper for when you really need the extra time
- Any other late papers will be reduced by a half grade for each day late. Unless there are extenuating circumstances, no paper will be accepted beyond one week from the due date.
- More than two late assignments will bring your final grade down.
- **Never** do your homework during class; have assignments ready before you come into class. Not being prepared results in a zero for that day.
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For each reading you will be asked to write a response. This may be in a double-entry journal which will be explained in class or in a one-page format. During class you will exchange your responses, read them, and comment on them. The comments you make should continue your peer’s thinking, pose questions, or reflect on the writing. We then use these to start our class discussions.

Our Writing Groups will be created as a space for you to discuss your drafts; you will also have responses from peers outside your writing group. Writing groups are designed to help you with your writing, and we will establish a protocol for these groups so that they meet this goal. At times, you may be asked to mix it up and meet with peers outside your Writing Group.

Major Papers: Among the other writing for class, you will have four major projects and each will be described in detail on an assignment handout. These projects will build from the readings. Each will be taken through multiple drafts and shared with your writing groups and in a whole-class peer review. When you hand in the paper for grading, you will create a folder that includes all drafts clearly marked to show your progression of revision and your peer review sheets. Remember all this work counts as part of your grade, so it is important to be in class for peer review. You will not receive credit for this activity if you are not present or do not have a draft. Due dates are on the schedule.

The heartbeat of critical thinking is the longing to know – to understand how life works. –bell hooks

Evaluating Your Work-- *Note: I value your labor in taking a class. If you complete all the work on time fulfilling all the requirements with satisfactory effort, you will earn a C for the class. Earning a B means you complete the work on time fulfilling all the requirements with above average effort. Earning an A means you complete the work on time fulfilling all the requirements demonstrating clear and critical thinking and going above the ordinary. Below is a percentage scale for the components of the course.*

5% Attendance: 5% of your total grade can make a difference between a B+ and an A- for example.

15% Class Participation: At any level of college, you should be actively engaged in the class. This means reading all the materials, responding in a critical manner, taking part in discussions and workshops and being prepared. I value your insights regarding class materials and the nature of our discussions. This kind of participation allows us as scholars to engage in thoughtful discussions and, ultimately, new levels of learning.

10% Homework: Homework is a priority and includes anything you are asked to do before the next class meeting. Unless you have a strong reason, no late homework will be accepted. Not coming to writing workshops with a draft of your paper will result in a zero. If the responses are less than a page or do not show evidence of thoughtful response, they will receive half or zero credit.

10% Revision The best writers revise – a lot. This course is based on the premise that every paper will be re-seen and re-written to make it the best it can be. This does not mean merely correcting grammar. It means re-seeing what you have said and asking if it could be improved. It means adding or taking away sentences, words, ideas, support, and so on. It means working with peers and your Writing Fellow and developing habits of mind.

60% Midterm and Final Portfolios: There are several “major” projects you will complete for the class including essays, your book club presentation and a visual rhetorics piece. Each of these will undergo workshops and revision and will be handed in for comments. You will have two portfolios of your work due:

Midterm Portfolio: Your midterm portfolio consists of your work in the first part of the semester along with a reflective cover piece. The major projects all your other work such as the reading responses, peer reviews, several book club responses and in-class writing contribute to your work of the course. The reflective cover piece, which should be placed at the front of your portfolio, will include your assessment of your work by pointing to specific pieces in the portfolio, and you should also discuss what you have been learning about your literacy practices. You are responsible for organizing the other pieces and creating a table of contents.

Final Portfolio: Your final portfolio consists of your work in the second part of the semester along with a reflective cover piece. The major projects all your other work such as the reading responses, peer reviews, book club responses, in-class writing and a summary of your book club presentation. The reflective cover piece, which should be placed at the front of your portfolio, will include your assessment of the whole semester’s work by pointing to specific pieces in the portfolio, and you should also discuss what you are taking from this course. You are responsible for organizing the other pieces and creating a table of contents.

Attendance, Academic Honesty, and Other Suggestions

Attendance, Plagiarism and Other Suggestions

1. In Indigenous communities, we honor the four Rs: Reverence, Reciprocity, Respect, and Responsibility. I make every attempt to conduct my personal and professional life under these four Rs. I hold great admiration for each of you and for the work we will do together. We are in a space of sharing gifts of learning with one another. As with any endeavor, there are responsibilities that we take on and expectations that need to be fulfilled. It goes without saying that respectful behavior is expected from all of us. Respecting one another includes coming to class on time and prepared as well as being present and engaging in deep listening as well as contributing. While we may disagree, and I hope we will, there are ways to challenge and ask difficult questions in ways that do not devalue anyone in the room.
2. **You need to make every effort to join our ZOOM class regularly and on time and being present in class.** Being in class demonstrates your responsibility to your studies and your peers. While things happen such as illness or unplanned events, it is to your benefit to make every class. If something serious happens let me know, so you keep up with the work. However, if it seems that you just are not taking the class seriously, your grade will be affected. Thus, **three** or more absences means you should not expect to pass the course. Please notify me on the day you are absent by phone or email (listed at the top of this document). When absent, you must bring documentation such as a doctor's note. If you are absent, you are responsible for getting and completing the assignment. Not attending Book Club or missing a session with the Writing Fellow figures into your overall absences. Further, class starts at 9:30 on Tuesday and Thursday – you must come on time. Therefore, **three times late equals one absence** To me, being on time and present is having respect for your peers, me, and yourself.
3. **Academic Dishonesty and Plagiarism** – Plagiarism is intellectual theft. Plagiarism is taking someone else's work and passing it off as your own or without giving credit to those who did the writing of and thinking about the work. It's a serious offense that could not only jeopardize your grade, but has other serious consequences. Examples could be an essay or paragraphs you found on the internet, ideas and writing from part of another's text or your friend's essay written last year. It's very easy for your instructors to detect this theft, and disciplinary action must be taken. At the very least, you will fail the paper; at the worst, you could fail the class and ultimately be dismissed from school. Pressures mount on everyone; please do not let them steer you toward dishonest or unethical behaviors. Please just avoid this path. This is a link to BSU's Academic Integrity Policy:
<http://catalog.bridgew.edu/content.php?catoid=10&navoid=970>
4. **Participation:** Attendance and participation are not the same things. Participation means that you are physically, mentally, and vocally present during class. Much of our work is based on work you have done in your reading responses or through your observations. You be prepared and ready to work. Each person should respond thoughtfully and carefully to the discussion. Participation is a major player in your final grade, so I urge you to fully engage in the class. You will also receive a grade for your 1-credit ENGL 144

which means you have to attend Book Club, and the appointments with your Writing Fellow and be an active participant.

5. **Feel challenged**— While the work load is heavy at times, there is still so much more to contribute. If you find something that looks interesting, bring it in or discuss it in your responses. Speak and ask questions in class. Do your homework and come to class prepared to work. While it seems like a lot, stick with it. Enjoy the learning, work hard at it, and open yourself to thinking in challenging ways.
6. Help with remote learning: Student Online Support & Success webpage: <https://www.bridgew.edu/ccs/online/student>
7. **Special Accommodations:** Any student who needs special accommodations due to a documented disability must register with the Disability Resources Office in the Academic Achievement Center (Maxwell Library, ground floor). A letter will be provided for you which needs to be delivered to me before the add/ drop period. At that time, we can discuss your specific needs. <https://www.bridgew.edu/events/disability-resources-2020-06-12>
8. For students who need support with other needs: [https://my.bridgew.edu/departments/acaffairs/Shared%20Documents/Resources/BSU%20Referral%20Guide%20for%20Frequent%20Student%20Inquiries%20\(as%20of%207-24-18\).xlsx](https://my.bridgew.edu/departments/acaffairs/Shared%20Documents/Resources/BSU%20Referral%20Guide%20for%20Frequent%20Student%20Inquiries%20(as%20of%207-24-18).xlsx)
9. For information on Covid 19: <https://www.bridgew.edu/covid-19>

In accordance with the recommendations and guidance of the Centers for Disease Control and Prevention (CDC) and the Massachusetts Department of Public Health (MDPH), the university has taken steps to limit the spread of COVID-19, but the health and safety of the community depends upon all its members accepting the shared risk associated with the disease.

Working together, we can help prevent the spread of COVID-19.

10. **Talk to me**— I make myself available in multiple ways. My office hours are listed at the top of the syllabus and I can always find other times to meet with you. Let me know if there are any issues before they grow. Please do not feel intimidated by my “rules” or the course materials; they are designed to help you become a stronger reader, writer and learner. I am also interested in what you have to say as a member of our classroom community; I am involved in helping you say what you want in the context of your assignments and will respectfully respond to your work.
11. Have a sense of humor.
12. Be creative. Take risks.

“Literacy is a bridge from misery to hope. It is a tool for daily life in modern society. It is a bulwark against poverty, and a building block of development, an essential complement to investments in roads, dams, clinics and factories. Literacy is a platform for democratization, and a vehicle for the promotion of cultural and national identity. Especially for girls and women, it is an agent of family health and nutrition. For everyone, everywhere, literacy is, along with education in general, a basic human right... Literacy is, finally, the road to human progress and the means through which every man, woman and child can realize his or her full potential.” — Kofi Annan

Weeks 1-4 Tentative Schedule (Like any piece of writing, this is a draft and will undergo revision.)

Note: It is your responsibility to read materials **before** coming to class and to prepare any assignments. In many cases, you need to check the additional assignment sheet for details.

Abbreviations used: T=Tuesday; TH=Thursday; DEJ=Double Entry Journal; HO= Handout (HO).

Pumpkin Orange lines contain important information for the academic semester; other announcements will be in the schedule.

Weeks 1-4: The Self and the Local

WEEK 1: September 3

TH Getting to know one another

Class Introductions.

“For Calling the Spirit Back from Wandering the Earth in Its Human Feet”

Brief writing sample.

Select Book Club groups and book selection

Homework: READ: Your syllabus and any other class materials. Come in with 2-3 questions about the class.

READ: “Walking” by Linda Hogan

WRITE: (1) 2-3 questions or comments about the syllabus.

(2) At least a one page response to “Walking” – questions are on the website to guide you in this process.

Last day to add or drop a class is September 9

WEEK 2: September 8 and 10*

T Getting to know one another – part 2

Peer response to and discussion of “Waking”

How and why do we read critically? What strategies can we use?

Learning about Double-entry notebooks (DEJ)

Homework: Between now and next Tuesday, take a walk around your neighborhood, your yard, a park--wherever you are able to and carefully observe. As you walk, or immediately after, write down your observations to share in class.

Also:

Watch "Where are you local?" and write a response.

TH Today, September 10, is a Monday Schedule, so we have no class

WEEK 3: September 15 and 17 – BOOK CLUBS BEGIN THIS WEEK (at 11:00 in TEAMS)

T Peer response to Observations and “Where are you local”

DISCUSS:

What does it mean to belong? To feel outside a community?

Why do we care what others think of us?

Project 1 – Here's My Place

Meet with Writing Group to discuss ideas for your paper

Homework: WRITE: Notes/draft toward Project 1 to share with writing groups. Bring to class.

TH T Writing Groups to share notes and give feedback

What do we want to achieve in our writing?

Homework: READ: Your notes, your DEJs, and any feedback from your peers

WRITE: First draft of your memoir. Bring to next class.

Short update for book club and writing fellow experiences

WEEK 4: September 22 and 24

T TH Short update on Book Club and Writing Fellow due today

Writing Groups for your essay (read out loud while others take notes). When everyone is done, discuss what you will do in revision.

Homework: READ: Your peers' comments. Consider how they help you revise

WRITE: Your new draft of Project 1 for Peer Review

TH In-class Peer Review of Paper 1 (be sure you have 2 copies of your paper)

DISCUSS: Plans for revising your memoir

Homework: WRITE: Revise your paper to hand in for comments from me; Write a cover letter for your paper

(HO). Note: You must hand in your project in a two-pocket folder; include all your drafts and your peer review sheets (paper trail)